

Mission Statement

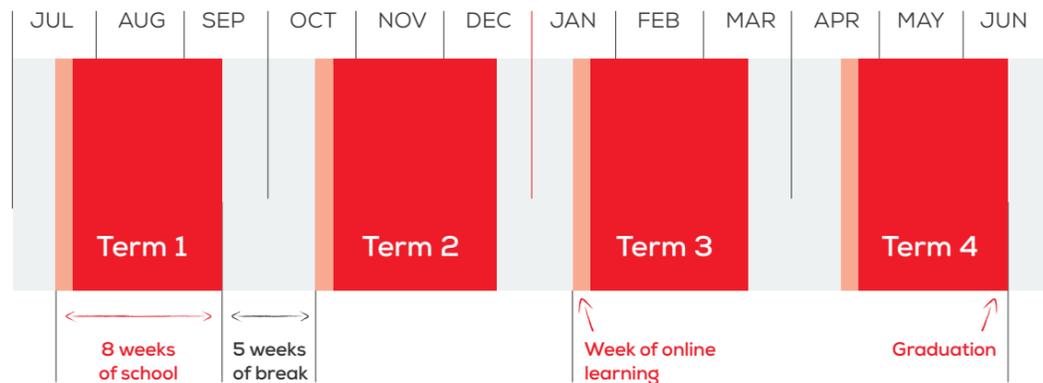
THINK Global School challenges learners, through firsthand experiences of global travel, to become compassionate individuals who are curious and knowledgeable about the world and motivated to effect meaningful change.

School Overview

Founded in 2010, THINK Global School (TGS) is a traveling high school where students live and learn in four different countries each year, making unforgettable connections between their education and the world around them. Learning at TGS is student-centered and project-based, meaning students have a large say in how their academic experiences take shape.

This is an education unlike any other for students whose curiosity knows no bounds. TGS students spend as much time on classwork and homework as their counterparts at other top international high schools, but no other school offers such a wealth of cultural and academic experiences to coincide with its challenging curriculum.

Annual Calendar



Each academic year, TGS students travel to four countries where they immerse themselves in the new and the unfamiliar for seven weeks.

Before each term begins, students take part in one week of online learning to prepare for the experiences that lie ahead. It's a valuable way for students to understand in-country expectations and hit the ground running.

In between countries, students have five-week breaks to relax, reconnect with family and friends, and spend time prepping for optional college entrance exams.

School Demographics

THINK Global School students come from all over the world, from all socioeconomic backgrounds, from all ethnicities, and from all systems of belief. They hail from thirty one countries, speak many languages, and have experienced vastly different childhoods.

Students

- 60 Students, 31 countries, 6 continents, 36 Languages
- Competitive admissions process, 15% acceptance rate
- 93% of TGS students are receiving some form of financial aid

Onsite Staff

- 22 staff, 9 countries, 4 continents, 7 Languages
- Faculty with advanced degrees: 92%

Academic Overview

THINK Global School's one-of-a-kind Changemaker Curriculum combines high academic standards with student-driven, project-based learning. Through development in three key areas – mastery, autonomy, and purpose – the Changemaker Curriculum shapes informed, intelligent global citizens who are empowered to enact change.

You won't find a standard classroom setting at TGS. Instead, students learn through a series of self-directed personal projects and teacher-led modules. This student-centered approach to learning emphasizes proactive problem solving, creativity, and deep critical thinking – invaluable skills in our increasingly globalized world.

THINK Global School is fully accredited by the Western Association of Schools and Colleges (WASC).

Graduation Requirements

Graduation requirements are for 3 years as TGS students are in 10th, 11th and 12th grade. In addition to traditional high school credit requirements, upon graduation, students must be proficient in all 21st Century Skills, successfully complete an individual Capstone Project, service project, and participate in TGS' student wellness and university preparation programs.

Credit Requirements
English 4
Math 3
Science 3
Social Studies 3
Word Lang. 2
Art 2
PE/Health 2

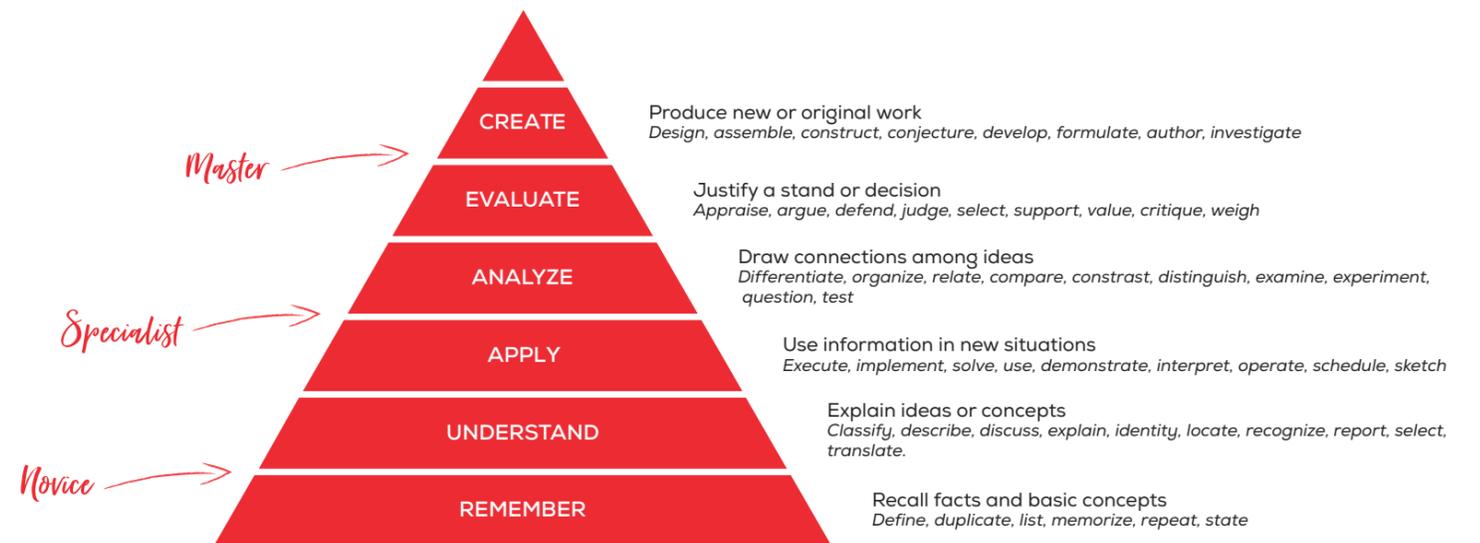
Advance Work Requirements
Mastery Project
Mastery of 21st skills and Learning Targets across disciplines
Capstone Project (completion of AP research and AP seminar)
Creation and completion of Advance Inquiry Learning Targets
Digital Portfolio
Service Learning Project
Personal, social, emotional Wellness Program

Capstone Project

The Capstone Project is where students show they are prepared for university, the contemporary workplace and for being a contributing member of modern society. Students must successfully complete AP Research and Seminar to develop and produce their final product; demonstrating their analytical skills, ethical practices, leadership qualities and proficiency in written and oral communication at the Master Level.

Grading Scale

In addition to a traditional A-F grading scale, students are assessed based on their level of mastery within each topic, course, learning target and skill accomplished. The levels of achievement are adapted from Bloom's Taxonomy and shown in the graph below describing skills and accomplishments for each level: Novice, Specialist and Master.



University Acceptances (Classes of 2014 - 2021)

91% of THINK Global School graduates have gone on to university

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|---|--|---|
| Albertay University (UK) | Maastricht University (NL) | University College Dublin (IE) |
| Albion College (US) | Macalaster College (US) | University College London (UK) |
| Am. Musical and Dramatic Academy (US) | Maryville University (US) | University College Maastricht (NL) |
| American University of Paris (FR) | Massey University (NZ) | University of Aberdeen (UK) |
| Amsterdam University College (NL) | McGill University (CA) | University of Amsterdam (NL) |
| Appalachian State University (US) | Mills College (US) | University of British Columbia (CA) |
| Arizona State University (US) | Massachusetts Institute of Technology (US) | University of California - Berkeley |
| Australia National University (AU) | Minerva Schools (US) | University of California - Riverside (US) |
| Bard College (US) | Monterrey institute of Tech. and Higher Ed. (MX) | University of California - Santa Barbara (US) |
| Bard College Berlin (DE) | Nagoya University (JP) | University of California - San Diego (US) |
| Baylor University (US) | Newcastle University (UK) | University of California - Santa Cruz (US) |
| Bocconi University (IT) | New College of the Humanities (UK) | University of Canterbury (NZ) |
| Boston College (US) | New York University - Abu Dhabi (UAE) | University of Cumbria (UK) |
| Bowdoin College (US) | New York University - Shanghai (CN) | University of Edinburgh (UK) |
| Bryn Mawr College (US) | NYU - Gallatin School of Individualized Study (US) | University of Glasgow (UK) |
| California State - Long Beach (US) | NYU - Tisch School of Arts (US) | University of Groningen (NL) |
| Centre College (US) | North Central College (US) | University of Illinois at Chicago (US) |
| Chapman University (US) | Oberlin College (US) | University of Manchester (UK) |
| City, University of London (UK) | OCAD University (CA) | University of Massachusetts - Amherst (US) |
| Clark University (US) | Occidental College (US) | University of Melbourne (AU) |
| Colorado College (US) | Ohio Wesleyan University (US) | University of Missouri - St. Louis (US) |
| Columbia University (US) | Otago University (NZ) | University of Northern Iowa (US) |
| Cours Florent, Paris (FR) | Pepperdine University (US) | University of Nottingham (UK) |
| Dickinson College (US) | Pitzer College (US) | University of Oxford (UK) |
| Durham University (UK) | Prague College (CZ) | University of Oregon (US) |
| Earlham University (US) | Quest University (CA) | University of Redlands (US) |
| EDHEC Business School (FR) | Reed College (US) | University of Rochester (US) |
| Eindhoven Univ. of Technology (NL) | Regent's University London (UK) | University of San Francisco (US) |
| Elon University (US) | Rhodes College (US) | University of Southampton (UK) |
| Embry-Riddle Aeronautical Univ. (US) | Ritsumeikan University (JP) | University of Tennessee (US) |
| ETH Zurich (CH) | Royal Academy of Art - The Hague (NL) | University of Texas - El Paso (US) |
| Franklin & Marshall College (US) | Royal Holloway, University of London (UK) | University of the Arts, London (UK) |
| Franklin University Switzerland (CH) | Saint Louis University - Madrid (ES) | University of Toronto (CA) |
| George Mason University (US) | Santa Clara University (US) | University of Twente (NL) |
| George Washington University (US) | Sciences Po Reims (FR) | University of Vermont - Burlington (US) |
| Georgetown University (US) | Scripps College (US) | University of Washington (US) |
| Hampshire College (US) | Skidmore College (US) | University of Wisconsin - Green Bay (US) |
| Harvard University (US) | Soka University of America (US) | Vassar College (US) |
| Hult International Business School (UK) | Southern Illinois University - Edwardsville (US) | Virginia Union University (US) |
| IE University (ES) | Southern Methodist University (US) | Vrije Universiteit Amsterdam (NL) |
| Ithaca College (US) | Swarthmore College (US) | Waseda University (JP) |
| Jacobs University of Bremen (DE) | Syracuse University (US) | Watson Institute (US) |
| Karlsruhe International Univ. (DE) | Technical University of Munich (DE) | Wellesley College (US) |
| Keio University (JP) | Texas Christian University (US) | Whitworth University (US) |
| Kenyon College (US) | The American Academy of Dramatic Arts (US) | William & Mary (US) |
| King's College London (UK) | The New School (US) | Windesheim Honours College (NL) |
| Kyoto University (JP) | The New School: Parsons School of Design (US) | Yale University (US) |
| Leiden University (NL) | Tilburg University (NL) | Yamanashi Gakuin University (JP) |
| Lewis & Clark College (US) | Trinity College (US) | |
| Loyola Marymount University (US) | Universidad San Francisco de Quito (EC) | |

Schools listed in red denote institutions where graduates have enrolled.

Project-Based Learning

Project-based learning models how we live and work in the real world and challenges students to acquire a deep understanding of complex issues. Projects at TGS are multidisciplinary and collaborative, seven weeks in length, and provide authentic opportunities for students to think critically, guide their learning, and hold themselves accountable for high-quality results.

Central to project-based learning is the belief that learning should be messy and that failure is a valuable part of the learning process. We encourage students to tackle the questions behind their projects from all angles, trying and reflecting until they ultimately succeed. This approach builds in students the soft and hard skills, like problem-solving and perseverance, that are so valuable in today's global economy.

Student-Driven Learning

With the guidance of their academic advisor, students pursue 1-2 academic projects per term. These can take the form of anything from conducting scientific research and presenting their findings, to creating a paper or presentation to document their new understanding a chosen subject or topic. An academic advisor helps plan and evaluate this work, tracking them against the school's learning targets to ensure students are receiving a well rounded education covering all academic disciplines.

Advanced Placement

Successful completion of AP Research & AP Seminar is required to graduate from TGS. All other AP courses are optional.

2021 AP Courses*		
AP Research / AP Seminar	Art History	Biology
Chemistry	Comparative Government and Politics	Computer Science A
English Language and Composition	Environmental Science	European History
French Language and Culture	German Language and Culture	Human Geography
Macroeconomics	Microeconomics	Psychology
World History: Modern		

*71% of students who tested earned 3 or higher

Student Wellness

Wellness at TGS is an all-inclusive concept that encompasses academic, social, emotional, and physical well-being. In addition to teacher led courses designed to increase self-development and social awareness, TGS students can be found getting fit while learning about local culture on a cricket pitch in Mumbai or at a Japanese dojo in Hiroshima.

Guidance for Beyond TGS

Students work with the counseling team to research, organize, and track their individual plans for life Beyond TGS. This includes one on one guidance for university, gap year projects, entrepreneurship, or anything else driven by each individual student.

weXplore

Every term, each module embarks on a weXplore to deepen the learning through place-based educational experiences. Engaging with local people, discovering local places, and confronting local problems head-on is what TGS is all about.

"Traveling to dozens of countries and living in each of them taught me a lot. I'm aware of conservation issues in Botswana, geometric patterns in Indian architecture, Japan's cultural uniqueness, ethnic conflict in the Basque Country...the list goes on and on. But what has most strongly stuck with me after years of traveling isn't all this knowledge, but rather a natural empathy towards others, whoever they might be."

-Class of 2020 Alum Soeun Kim

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